



North Carolina Essential Standards Sixth Grade Social Studies

Focus: World Geography, History & Culture: Patterns of Continuity and Change
Time Period: Beginnings of Human Society to the Emergence of the First Global Age (1450) – Represents the first five Eras of the National Standards

Students in sixth grade will continue to expand the knowledge, skills, and understandings acquired in the fourth and fifth grade studies of North Carolina and the United States by connecting those studies to their first formal look at a study of the world. Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort should be made to integrate various civilizations, societies, and regions from every continent (Africa, Asia, Europe and the Americas). During this study, students will learn to recognize and interpret the “lessons of history;” those transferable understandings that are supported throughout time by recurring themes and issues.

The standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance and culture. The strands should not be taught in isolation, but woven together in an integrated study that helps understand the ancient world. Additionally, the course includes two types of essential standards – one that identifies the skills that students should master during the course of the year and another that identifies the knowledge and understandings. The skills should be taught within the context of applying knowledge and understandings to a study of the ancient world.

Note on Strands: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economics and Financial Literacy, **CG**–Civics and Governance, and **C**–Culture

History

	Essential Standard	Clarifying Objectives	
6.H.1	Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.	6.H.1.1	Construct charts, graphs, and historical narratives to explain particular events or issues over time.
		6.H.1.2	Summarize the literal meaning of historical documents in order to establish context.
		6.H.1.3	Use primary and secondary sources to interpret various historical perspectives.
6.H.2	Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.	6.H.2.1	Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g. Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).
		6.H.2.2	Compare historical and contemporary events and issues to understand continuity and change.
		6.H.2.3	Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g. agricultural technology, weaponry, transportation and communication).
		6.H.2.4	Explain the role that key historical figures and cultural groups had in transforming society (e.g. Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).

Geography and Environmental Literacy

	Essential Standard	Clarifying Objectives	
6.G.1	Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).	6.G.1.1	Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g. location near rivers and natural barriers, trading practices and spread of culture).
		6.G.1.2	Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g. scarcity of resources, conquests, desire for wealth, disease and trade).
		6.G.1.3	Compare distinguishing characteristics of various world regions (e.g. physical features, culture, political organization and ethnic make-up).
		6.G.1.4	Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g. invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).
6.G.2	Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.	6.G.2.1	Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.
		6.G.2.2	Construct maps, charts and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).

Economics and Financial Literacy

	Essential Standard	Clarifying Objectives	
6.E.1	Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.	6.E.1.1	Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g. competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).
		6.E.1.2	Explain how quality of life is impacted by economic choices of civilizations, societies and regions.

Civics and Governance

	Essential Standard	Clarifying Objectives	
6.C&G.1	Understand the development of government in various civilizations, societies and regions.	6.C&G.1.1	Explain the origins and structures of various governmental systems (e.g. democracy, absolute monarchy and constitutional monarchy).
		6.C&G.1.2	Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g. divine right, equality, liberty, citizen participation and integration of religious principles).
		6.C&G.1.3	Compare the requirements for (e.g. age, gender and status) and responsibilities of (e.g. paying taxes and military service) citizenship under various governments.

	Essential Standard	Clarifying Objectives	
		6.C&G.1.4	Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g. need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.

Culture

	Essential Standard	Clarifying Objectives	
6.C.1	Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.	6.C.1.1	Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g. oral traditions, art, dance, music, literature, and architecture).
		6.C.1.2	Explain how religion transformed various societies, civilizations and regions (e.g. beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).
		6.C.1.3	Summarize systems of social structure within various civilizations and societies over time (e.g. Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).